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ABSTRACT

An employer follow-up study was conducted to gather information from the employers of 1983-84 graduates of St. Louis Community College at Forest Park regarding the preparation and performance of these graduates. A previous survey of the 1983-84 graduates had identified 221 of their employers, who were mailed a questionnaire asking for ratings of the Forest Park graduates' preparation for job requirements, job skills, work attitudes, basic skills, and interpersonal and communication skills; and for their suggestions for improving the curriculum and for ways that Forest Park could assist in in-service training. Study findings, based on responses from 86 (39%) of the employers, included the following: (1) 87% of the employers rated graduates' degree of preparation as good or excellent; (2) 45% rated graduates' work attitudes as excellent; (3) 52% offered suggestions for strengthening the curriculum related to their firm; and (4) 15% were interested in in-service training arrangements. The study report includes the agenda of a planning meeting for questionnaire development, a paper presented at the meeting ("The Case for Program Evaluation," by Walter Hunter), questionnaires for the graduate follow-up and employer follow-up surveys, and item-by-item survey results. (AYC)

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FINAL REPORT

EMPLOYER FOLLOW-UP SURVEY

Employer Assessment of 1983-84
Forest Park Graduates

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St. Louis Community College
at Forest Park

Division of Counseling

JC 850 411

FINAL REPORT

EMPLOYER FOLLOW-UP SURVEY

Employer Assessment of 1983-84 Forest Park Graduates

Project No. 85-131/132-600-10 (149-150) (E)

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Director of Counseling

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Job Placement Specialist

St. Louis Community College
at Forest Park
St. Louis, Missouri 63110
June, 1985

Missouri Department of Education
Research Coordinating Unit
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ABSTRACT

The purpose of this research endeavor was to conduct an employer follow-up survey to gather information from employers of 1983-84 Forest Park graduates concerning the preparation and performance of these graduates. A follow-up study and evaluation conference was held to insure that all appropriate reference groups had input into the development of the employer survey instrument. Employers of the 1983-84 graduates were identified through the graduate follow-up survey. Two hundred and twenty-one (221) employers were identified and thus served as the population for the employer follow-up survey. The employers were mailed a survey instrument, which reflected the suggestions and recommendations of the reference groups. Eighty-six (86) useable employer responses were received, a response rate of thirty-nine percent (39%). The survey results indicated that employers of 1983-84 Forest Park graduates are very pleased with their preparation and performance. A significant percentage of the employers rated the graduates as "excellent" or "good" in regard to their degree of preparation, skill performance, attitude toward work, level of basic skill competencies and level of interpersonal and communication skills. Based on an interpretation of the survey results, the following recommendations were presented:

- The results should be reviewed by instructional staff, members of the Institute for Continuing Education and other interested parties for possible use in program evaluation/improvement and for the development of in-service training activities.

- Counselors and job placement specialists should use the information to assist Forest Park students in understanding the world of work.

- Further research efforts should address specified concerns: maximize employer responses, assess why many employers do not need Forest Park in-service training for employees, and periodically gather inputs from appropriate reference groups relative to improvement of the survey process.

STATEMENT OF THE PROBLEM

The basic purpose of this research effort was to conduct an employer follow-up survey so as to gather inputs from employers concerning the preparation and performance of 1983-84 Forest Park graduates. A major concern addressed in this research endeavor was to insure that the suggestions and recommendations of key reference groups were reflected in the final instrument used to survey the employers of Forest Park graduates.

Quite obviously, the feedback received from employers is critical to the process of vocational education. The raison d'etre of any vocational education program is to educate and train individuals for meaningful employment and also to enhance their ability to function as productive members of society. Feedback from employers can help us to evaluate the impact of our vocational programs, and can also assist us to develop future training efforts which are responsive to the evolving needs of business and industry.

OBJECTIVES

1. To sponsor a follow-up study and evaluation conference, Fall, 1984.

   The follow-up study and evaluation conference was conducted on October 17, 1984. A copy of the agenda and a copy of the major conference presentation, "The Case for Program Evaluation" by Dr. Walter Hunter, are included in the Attachments section. Many excellent suggestions and recommendations concerning ways to improve follow-up studies were received from the various reference groups who participated: employers, instructional faculty, department chairpersons, counselors and administrators. A survey instrument was developed which incorporated many of their suggestions and recommendations.

2. To conduct an employer follow-up survey and write a report presenting the results of the survey.

   An employer follow-up survey was conducted to assess the preparation demonstrated by the 1983-84 Forest Park graduates. The results of this survey are presented in a finished product which is included in the final report.

POPULATION AND SAMPLE

Initially, the 1983-84 Forest Park graduates were mailed a graduate follow-up survey instrument. Employers of the graduates who responded were identified through this survey. Specifically, two hundred and twenty-one (221) employers were identified and thus served as the population for the employer follow-up survey. This population includes only employers of graduates who were employed in a job related to their program of study. By limiting the population to employers of graduates employed in a job related to their program of study, it maximizes the potential for insuring that the responses will reflect a valid assessment of the graduate's preparation for a particular employment field. Eighty-six (86) useable employer responses were received, a response rate of approximately thirty-nine percent (39%).

CONCLUSIONS AND RECOMMENDATIONS

Accomplishments

1. A very successful follow-up study and evaluation conference was conducted on October 17, 1984. As a result of the conference, inputs were received from key reference groups relative to the implementation of follow-up surveys, with a particular emphasis on the employer follow-up survey made possible through this Level II vocational education research grant.

2. An improved employer follow-up survey instrument was developed and used to assess the performance of 1983-84 Forest Park graduates.

3. The survey results indicated that employers of 1983-84 Forest Park graduates are very pleased with their preparation and performance. A significant percentage of employers rated the graduates as "excellent" or "good" in regard to their degree of preparation, skill performance, attitude toward work, level of basic skill competencies and level of interpersonal and communication skills. Suggestions were received for strengthening Forest Park curricula and for possible in-service training activities for employees. Additional comments were also presented. The specific findings of the employer follow-up survey are summarized in Tables 1 through 7 and in the section entitled, "Additional Employer Comments."

Recommendations

1. The results of the survey should be reviewed by all appropriate members of the four instructional divisions, staff of the Institute for Continuing Education and other interested members of the St. Louis Community College District. The results may be used in evaluating academic programs, for program improvement and for developing in-service training activities.

2. Counselors and job placement specialists should use the information to assist Forest Park students in improving their understanding of the world of work as it relates to their programs of study.

3. Further research efforts should attempt to:
   - maximize the number of employers who respond to the survey
   - determine why such a large percentage (85%) of employers do not need in-service training for their employees through use of Forest Park resources and
   - periodically gather inputs from appropriate reference groups concerning the improvement of the survey process.

LIMITATION OF STUDY

The limited number of responses for particular programs necessitates a word of caution relative to data interpretation. The information presented should be of value, however, it is recommended that other sources of data should also be considered as part of the review and decision-making process. Because of the limited number of responses for particular programs, it is suggested that the data is most valuable when interpreted from an overall perspective rather than from the perspective of a particular program.

DISCLAIMER

"The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Career and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career and Adult Education, and no official endorsement should be inferred."

ATTACHMENTS

Procedures

1. A follow-up study and evaluation conference was conducted on October 17, 1984. Many excellent suggestions and recommendations concerning ways to improve follow-up studies were received from the various reference groups who participated: employers, instructional faculty, department chairpersons, counselors and administrators. Consultants from the University of Missouri-Columbia helped to facilitate the process and elicited suggestions and recommendations for the development of the employer follow-up survey instrument through small group interaction.

2. The suggestions and recommendations resulting from the conference were reviewed by members of the follow-up and job placement advisory committees. A revised employer follow-up survey instrument was ultimately developed which incorporated the most pertinent suggestions and recommendations.

3. The employers of 1983-84 Forest Park graduates (who were employed in a job related to their program of study) were identified through a graduate follow-up survey conducted earlier.

4. Two hundred and twenty-one (221) employers were identified and thus served as the population for the employer follow-up survey. These employers were mailed a survey instrument. Eighty-six (86) useable responses were received, a response rate of thirty-nine percent (39%).

5. The data was tabulated, analyzed and a report presenting the results was written.

Bibliography

1. The agenda for the Follow-Up Study and Evaluation Conference (October 17, 1984) is presented in Attachment A.
2. The conference presentation, "The Case for Program Evaluation" by Dr. Walter Hunter, is presented in Attachment B.

Instruments

1. Graduate Follow-Up Survey Instrument - This instrument was used to gather pertinent information from the 1983-84 Forest Park graduates. As a result of the graduate follow-up survey, the employers of the 1983-84 Forest Park graduates were identified. A copy of the instrument is presented in Attachment C.

ATTACHMENTS (continued)

2. Employer Follow-Up Survey Instrument - This instrument was developed for use in this study. Employers of 1983-84 graduates were mailed this instrument. A copy of the instrument is presented in Attachment D.

FINAL PRODUCT

The results of the employer follow-up survey are presented in Tables 1 through 7 and in the section entitled, "Additional Employer Comments."

ATTACHMENT A

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

A G E N D A

Division of Counseling

Follow-Up Study and Evaluation Conference

Meeting Date: 8:30 a.m.-3:00 p.m. October 17, 1984

Presenters/Facilitators: Dr. Malcolm Flanagan, Dr. Walter Hunter, Mr. Paul LeClercq, Mr. Roger Nienkamp, Dr. Lynda West

Location: St. Louis Community College at Forest Park

Morning Session: Highlander Lounge (Art Gallery)

Afternoon Session: Conference Center (L007)

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Morning Session: Highlander Lounge (Art Gallery)

8:30-9:00 a.m. Coffee and donuts

9:00-9:15 a.m. Introductions and Conference Overview

Dr. E. Daniel Kapraun, Director of Counseling

9:15-10:15 a.m. "The Case for Program Evaluation"

Dr. Walter Hunter, Professor
Department of Higher and Adult Education and Foundations
University of Missouri - Columbia

10:15-10:30 a.m. Break

10:30-10:50 a.m. Review of Current Employer Follow-up Procedures

Roger Nienkamp, Job Placement Specialist

10:50-11:10 a.m. Employer Follow-up Studies: An Employer's Perspective

Paul LeClercq, Central Employment Manager
IBM Corporation
St. Louis, Missouri

(see reverse side)

11:10-11:30 a.m.	Background Information for Afternoon Session (Nominal Group Process) Dr. Lynda West, Director Missouri LINC University of Missouri - Columbia Dr. Malcolm Flanagan, Asst. Director Missouri LINC University of Missouri - Columbia
11:30 a.m.-12:45 p.m.	Lunch
Afternoon Session:	Conference Center (L007)
12:45-2:30 p.m.	Discussion Groups Facilitators: Drs. Flanagan, Hunter, West
2:30-3:00 p.m.	Summary of Group Activities Drs. Flanagan, Hunter, West

ATTACHMENT B

"THE CASE FOR PROGRAM EVALUATION"

A presentation by:
Dr. Walter Hunter, Professor
University of Missouri - Columbia
at
THE FOLLOW-UP STUDY & EVALUATION CONFERENCE

October 17, 1984

Sponsored by:

The Division of Counseling
St. Louis Community College at Forest Park
5600 Oakland Avenue
St. Louis, Missouri 63110

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A LEVEL II VOCATIONAL EDUCATION RESEARCH GRANT

Dr. E. Daniel Kapraun, Director of Counseling
Project Director

Mr. Roger Nienkamp, Job Placement Specialist
Principal Investigator

THE CASE FOR PROGRAM EVALUATION

I have good news and bad news for Community College leaders. We can predict that more and more students will enroll in CC career programs, but they will be more heterogeneous with respect to age and ability. Knowledge, especially technical knowledge, will expand, but we will have more redundancy and duplications in our programming. New technologies will be available to help us solve our teaching-learning problems, but old traditions and old technologies will demand our time, energy and monies. We will experience many new opportunities to serve, but we will have limited resources to provide these services. Lifelong learning will become accepted by most adults, but new and vibrant agencies will rush in with new competition.

The good news in a nutshell: the future of career oriented education in the community college is bright, but the bad news is that the community college will have only a very narrow window of opportunity open to capture this bright future. Other agencies and whole new institutions are now primed to provide effective career oriented education at a price which is competitive with the Nation's two-year colleges. These agencies and institutions will use the emerging communications technology to divert our students away with promises (which they can keep) of highly satisfactory careers. Do you know that more than half of the 26 million adults now enrolled in postsecondary classes and programs are now enrolled in traditional colleges and universities? Do you know that it is actually cheaper to pay up to 25 dollars per contact hour to master a new technical field such as computer based design (CAD) or robotics than it is to enroll in a traditional college program which will require two or more years of attendance? Make no mistake about it, the competition is good and it is improving daily. Even in St. Louis, my research confirms that more than 80 thousand adults are learning outside of the regular postsecondary classroom. And now for the first time the fall 1984 enrollment is lower than the enrollment of the past academic year.

The picture is clear, powerful forces are at work. Career education is big business. As technology doubles and re-doubles, the demand for continued education will double and double again to a point when most of us will return to the learning environment repeatedly throughout our lifetime. The notion that one can become over-educated is an old rag which will simply be discarded. Already many students attending really good two-year colleges are not only older, but they are fairly well educated, they are degreed with one or more degrees. In one nearby college, one in five students holds at least one degree. And in another college, featuring a sophisticated productivity center, nearly all the students hold technical degrees. The truth is that the degree means little, because nearly everybody has at least one ... the only realistic question asked now days is: "what can you do that would cause us to want to hire you (or retrain you) at this time? This question is seldom answered by citing a college degree.

The community college has a number of significant challenges which must be met if we are to move through the now, clearly framed window of opportunity. Failure to meet these challenges may result in making the two-year college movement one of the shortest, although promising, innovations in history of American postsecondary education.

The first of these challenges is "Quality Education". Community college leaders must be very sure that the education received by all students is of the highest quality possible. This education cannot be compromised in any way. We cannot lower our standards to accommodate any set of learners, because to lower our standards is to be condescending to new or non-traditional learners. To settle for mediocrity is to be second or third best, and thats not good enough for our students or our community. We are better off not to do it, if we do it poorly. Quality education is up-to-date education which actually assures the orderly development of human potential to a level commensurate with the standards and demands of our society.

The second challenge is "Efficiency". We must face the facts, traditional delivery of postsecondary education is not very cost-effective. Traditional delivery is labor-intensive to the point wherein some 80 - 90 percent of our instructional budget is allocated to salaries and benefits. The direct consequences of this labor-intensive operation are two-fold and both are self-defeating. Labor-intensive operations, keeps our salaries too low to attract and hold quality professionals (and those quality professionals that do stay are asked to sacrifice beyond reasonable expectations). The other side of the coin is also very discouraging. Community college leaders are forced to cut corners in developing their budgets, by hiring more part-time teachers, attenuation of purchases and delaying needed maintenance.

The third challenge of "Flexibility" is a strergth of the community college .. Right? Wrong! Even the community college is not flexible. Yes, compared to universities, but compared to the real needs of would-be students, community colleges fall very short of being flexible. In a study I completed in St. Louis, I discovered that the lack of flexibility in admissions, credit for non-traditional learning, scheduling, grading, red-tape, parking, testing, fee payments, etc. proved to be real obstacles to students who wanted to return to the community college. I sincerely believe that we would continue to serve more people every year if we would give more attention to lowering obstacles to would-be learners. The data suggest that reaching a college's enrollment potential requires two basic considerations; comprehensiveness, and flexibility. We must be comprehensive enough to meet the educational needs of our supporting community and flexible enough to accommodate their life-styles.

The fourth challenge is "Meeting Educational Needs". The community based college must meet the educational needs of the people living in the community which supports the college. This means that every member of the college community must be constantly aware of opportunities to serve. More importantly the college must have a logical and systematic way of determining the educational needs within the community. Failure to either anticipate or to meet these needs will become a cancer which will lower public support and eventually lead to decay of the enterprise.

The four challenges should be accepted by community college leaders with eagerness to move forward. However, we remain shortsighted and troubled with problems we believe are external to our own operation. Its time to face up to the "Sacred Cows" of our trade:

Community college leaders, like the leaders in universities, are seriously handicapped by a herd of sacred cows. We are effectively disabled by such traditions as: 1) the time-based and lock-stepped semester, class period and contact hour, 2) the quizzical reliance on the grade as a measure of achievement, 3) the traditional and suspicious admissions procedure, 4) the lack of cooperation with other institutions and business and industry, 5) the inflexibility of transfer from/to programs, 6) the mutual dependency of the teacher and the student, and 7) the single mode of teaching all learners as though they were all identical.

Interestingly these seven sacred cows are seldom supported by thinking educators, yet they remain as important obstacles to the fulfillment of our mission to develop the human potential within our students to meet the needs of our supporting community. In this day and age of increasing heterogeniety of our clients, no serious college administrator or teacher would expect all of our students to master what we have to teach within the same time frame. Our best equipped learners require less time and our less well-prepared learners require more time. We have known for at least two decades that most students can master what we have to teach, if time is allowed to vary and achievement is held constant. (our time locked system allows achievement to vary because time is held constant) Our society cannot long endure an educational system in which up to fifty percent of our students fail to master course or program competencies.

The grade too, is a sacred cow. Teachers are paid to teach, to help learners develop, not to "grade" learners into five or more categories. If we seriously want to contribute to societies' well-being, we must find ways to apply go - no go criteria to human achievement. Our professional test is two fold: determine what students must achieve in our course or program and find ways to make sure that most of our students achieve at the required level.

Admissions must be streamlined. The stakes are very high, our competition is wise and they will make admissions very easy. We must find ways to invite students into our college without all the red tape of transcripts, tests, advising, registration, parking permits etc. Most of the students in our colleges are mature adults, each having an educational need. We must find ways to get students enrolled and a way to retain students without hassle and inconvenience. Students, in the best sense, are consumers. They are spending precious time and money on education. To see this problem more clearly consider your own admissions hassle when you attended college or university.

We educators are notorious in the belief "it was not invented here, therefore its not worthy of consideration". If we are to continue to deal with adults, we must find ways to recognize each adult as a worthy person. We need to find ways to recognize the diverse background and experience of adult learners. Mature learners develop behaviors in a variety of ways and in a variety of settings outside of our institution. Business and industry, the military and other institutions have a great deal of experience in education. This problem goes deeper than the transfer of credit. We must find ways to cooperate with other agencies in providing a comprehensive education for our students.

Teachers need students and students need teachers. A truism which may prove to be devastating to students. My rather extensive research into this problem indicates that a symbiosis exists between the teacher and the student. The result of this interdependence shapes the teacher's behavior and rewards the student for his/her dependency. As dependency develops within the student, he/she becomes less able to compete in a fast moving society.

A single mode of learning like a single time for learning is wholly unrealistic in a modern college. Students are individuals and single mode learning does not recognize individual differences. We have abundant evidence to support the concept that mastery of a given subject is a function of time and mode of learning for normal individuals -- not ability. Simply put, the more opportunities available for learning, the more probably the learning.

My arguments thus far have rested on what we do as educators. I will now try to develop the argument that these challenges can be achieved through evaluation and that these obstacles can be overcome through professional responsibility,

Evaluation is a subject that strikes fear in the hearts of many people. We fear evaluation because we seldom trust the methods used to evaluate or the evaluator. Yet we know that evaluation is important if we are to improve our processes and if we are to be able to make important decisions regarding programs. We need systematic and logical evaluation as feedback to improve what we are doing. Feedback is available when we shoot baskets or drive a golf ball. We pay attention to this feedback to make slight adjustments which will improve our success in shooting baskets or driving golf balls. In the same way, I will and have made adjustments in my presentation, based on the feedback I am receiving from you. As humans we learn to select feedback information, to process that information and to adjust our behavior accordingly. This is the simplest and the most intuitive kind of evaluation.

Feedback information, when applied more systematically, is called formative evaluation. Formative evaluation frequently provides objective evidence which is useful as information to correct or improve a complex process such as teaching or manufacturing. In order to be useful formative evaluation must be comprehensive. This evaluation should provide evidence based on a number of important criteria. In addition, formative evaluation should be as reliable as possible: it must measure with confidence, and it must be as valid as possible; it must measure what it intends to measure.

Formative evaluation includes both quantitative and qualitative information. This is okay, because complex processes such as teaching or program operations are best judged from a variety of different viewpoints. Narrowly based evaluation is nearly always inadequate and subject to distortion. Even when evaluation is broadly based, the wise professional treats evaluation information over a span of time. For most complex processes this time base may be expanded to two or more years. Thus, really effective formative evaluation may be considered as possessing the properties of a blanket of information with dimensions of both width (comprehensiveness) and length (time). Such information is most useful for program improvement.

When carefully designed, formative evaluation combines instantaneous feedback (daily observations) with objective information in a manner which yield useful improvement. Thus, the primary criterion and rationale for systematic formative evaluation is the improvement of operations. Formative evaluation is not and cannot be something administrators do for operators. Evaluation by others seldom brings about improvement. Formation evaluation is largely a self-evaluation process. Self may mean a team consisting of operational faculty, counselors, students, and administrators. But if improvement is to be expected, the operating professionals must interpret the results as feedback.

Summative evaluation is a horse of a different color. Summative evaluation is an essential for decision making. Responsible community college leaders must have valid and reliable evaluation as a base to make intelligent and logical decisions. Such decisions must be made, by the leadership, using as criteria the college mission, indices of quality performance, educational needs of the community, cost-effectiveness, ethical and legal practices, success of graduates and pre-agreed upon priorities. Its tough to make a decision which affects the lives of people without good information. But decisions must be made if an institution is to continue to be viable and responsible to the supporting community. Thus, objective and comprehensive summative evaluation provides the key to fair and clear cut decisions. Humane administrators report that they cry a lot when they lose programs and people, but they also celebrate a lot as their institutions continue to serve societies' needs.

Based on the demands of the program being evaluated, most summative evaluation is periodic: yearly or perhaps tri-yearly. Summative evaluation has only one intent: to make decisions regarding program enhancement, program maintenance, program attenuation, or program elimination. Wise decision makers do not mix summative evaluation with formative evaluation. The analogy is found in the case of the North Central Association Accreditation. The self-study is largely formative in nature and the college visitation is largely summative in nature. The self-study provides information which can be used for improvement and the college visit is used as a base for making a decision regarding accreditation of the institution.

Summative evaluation must be carefully designed to provide answers regarding program viability and to control the variance of the data base. Summative evaluation begins with the questions to be answered by the evaluation. The evaluator (s) should state each question clearly in measurable terms using the criteria available from the college mission statements, standards of quality, community educational needs, cost-effectiveness criteria, and success of graduates. (legal and ethical considerations serve as guides in the total process) Questions serve as the base for the procedures to be used. When possible, these questions should lend themselves to objective and precise answers. Ultimately, these answers will be used to infer the truth about the viability of a given program.

The procedures followed by summative evaluators must be carefully designed. The value of the evaluation will depend on the design of these procedures. The sources of information must be selected so-as-to lower the probability of uncontrolled variance which may result from collecting data from wrong sources, poor timing, non-random selection, inadequate sample size or simply poorly stated questions.

The analysis of information must also be carefully designed. Most educators use statistical treatments which are inappropriate for the data base available. Frequently ratios such as cost per student, or growth over time are adequate forms of analyses. Most importantly, evaluators should examine the format of the data base .. do not use a sophisticated parametric procedure to treat non-parametric data. Chi Square may be very adequate for nominal data resulting from a Likert scale (opinions).

When using summative evaluation the quantitative data base and the corresponding analyses may be empty information unless one interprets this hard data along with qualitative information collected from interviews, focus groups or opinion questionnaires.

Finally, remember that professional responsibility is the key that makes it all work. Community colleges received their thrust through the leadership and commitment of a few excited leaders in the early sixties. Some of us in this room remember how enthusiastic and committed we were as we ventured into an unknown arena in St. Louis. We were determined to place St. Louis on the map as the home of the best community college in the nation. We broke traditions, developed truly innovative programs. We worked long hours, we made mistakes. Yet we did develop one of the best college systems in the United States: as evidenced by the thousands of visitors, hundreds of emulators, and by sending our people over the nation to positions of leadership. (considering the nine or ten original deans in St. Louis, I count three chancellors, three full professors in major Universities, one president and one full professor now deceased)

Let me restate: We have the mission, the commitment, the professional ability, the window of opportunity to serve our supporting community better than we have served in the past. Let us proceed with the task set before us. Thank you.

ATTACHMENT C

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

1983-84 Graduate Follow-Up Study

BACKGROUND:

1. Name _____ Student Number _____

2. Curriculum (Program) _____

3. Degree: AA _____ AAS _____ Certificate _____ Date of Graduation _____ (Mo./Yr.)

4. Current Address _____ Phone _____
(Street)

_____
(City) (State) (Zip)

CURRENT EMPLOYMENT STATUS: (For those currently employed)

5. Employment status: (Check appropriate items)

_____ Employed full-time
_____ Employed part-time
_____ In Military Service
_____ Unemployed, and seeking employment
_____ Unemployed, and not seeking employment
_____ Other _____

6. If working, please complete the following from your present job:

Name of Company or Firm _____

Address _____

Your Position (Job Title) _____

Starting Date _____ Salary (per month) _____
(Mo./Yr.)

Briefly describe your job _____

_____

7. Does the above position relate to your Forest Park degree or certificate received? Yes ____ No ____

8. How did you obtain your job? (Check all appropriate items)

( ) On your own
( ) Forest Park's Placement Service
( ) Instructor's Assistance
( ) Missouri Division of Employment
( ) Private Employment Agency
( ) Newspaper Want Ads
( ) Other _____

9. Is this your first job since graduation? Yes ____ No ____
(If no, please list other positions held on separate page.)

EDUCATIONAL STATUS: (For those currently enrolled in an educational program)

10. Are you continuing your education? Yes ____ No ____

11. If continuing your education, is it: (Check all appropriate items)

Full-time (12 or more hours)	( )	Vocational-Technical School	( )
Part-time	( )	Military Specialist School	( )
Four-Year College/University	( )	Other	( )
Two-Year College	( )		

12. Name of School _____

Program and degree being sought _____

13. Is your current school program related to your Forest Park program?
Yes ____ No ____

14. Why did you decide to gain additional education? (check one)

_____ I tried to find a job, but couldn't
_____ My career goal can only be attained through further education
_____ I am interested in further education for my personal growth
_____ Not certain
_____ Other

EVALUATION: (For all graduates)

15. If you had it to do all over again, would you: (check one)

_____ Take the same major
_____ Take another major
_____ Take a liberal arts major, but add job preparation
_____ Take a more job-oriented major

16. Which of the following do you think would have benefited you in your transition from college to work? (check as many as apply)

_____ Help in job search methods
_____ Help in choosing a career field
_____ Preparation for a career field
_____ Help in adjusting to the non-academic world
_____ Other _____

17. Any comments or advice for today's students?

_____

_____

_____

18. Do you need employment assistance at the present time? Yes ____ No ____
If your answer is yes, contact:

Roger L. Nienkamp/Graduate Placement
Forest Park Job Placement Service
Room F-226/644-9124

ATTACHMENT D

EMPLOYER ASSESSMENT
OF 1983-84 FOREST PARK GRADUATES

Directions: Please mark in the appropriate space your response to each question below. Your response will be included with others in the final report and is guaranteed to be anonymous. Thank you for your help.

1. In terms of general job requirements, indicate the Forest Park graduate's degree of preparation.

_____Excellent _____Good _____Fair _____Poor

2. Indicate the level of skill performance of the Forest Park graduate.

_____Excellent _____Good _____Fair _____Poor

3. Indicate the attitude toward work of the Forest Park graduate.

_____Excellent _____Good _____Fair _____Poor

4. Indicate the level of basic skills competencies (reading, writing, mathematics) demonstrated by the Forest Park graduate.

_____Excellent _____Good _____Fair _____Poor

5. Indicate the level of interpersonal and communication skills demonstrated by the Forest Park graduate.

_____Excellent _____Good _____Fair _____Poor

6. As a result of your hiring a Forest Park graduate, can you suggest areas of the _____curriculum which should be strengthened or added. (This information will be beneficial in preparing students for jobs).

_____Yes (Please indicate below) _____No

_____

_____

_____

7. Can the Forest Park Campus assist you in the development of in-service training activities for your employees?

_____Yes _____No

continuation of #7

If Yes, please indicate how we can assist you?

_____

_____

_____

_____

8. ADDITIONAL COMMENTS: Please provide any additional comments you may have concerning the preparation of our graduate (e.g., personal attributes, productivity as compared to a four (4) year graduate (baccalaureate degree), speaking and listening skills, reasoning abilities, scientific skills, etc.).

_____

_____

_____

_____

_____

9. NAME _____
(Name of person completing form)

TITLE _____

COMPANY NAME _____

ADDRESS _____

CITY AND STATE _____

ZIP CODE _____ TELEPHONE NUMBER _____

PLEASE RETURN SURVEY FORM BY JUNE 7, 1985

TABLE 1

Employer Survey Question #1: "In terms of general job requirements, indicate the Forest Park graduate's degree of preparation."

PROGRAM	NUMBER OF EMPLOYER RESPONSES	EXCELLENT	GOOD	FAIR	POOR
Advertising Design & Commercial Art	2	2			
Automotive Technology	1	1			
Biomedical Engineering Technology	4		3	1	
Business Administration	4	1	3		
Child Care Assistant	1	1			
Clinical Laboratory Technology	6	2	4		
Criminal Justice - Law Enforcement Option (AAS)	1	1			
Data Processing (AAS)	3	1	2		
Data Processing (C)	1		1		
Dental Clinician	2	2			
Dental Hygiene	6	4	2		
Electronic Engineering Technology	5	2	3		
Engineering Science	1		1		
Fire Protection Technology (AAS)	1		1		
Funeral Service Education	1		1		
General Transfer Studies	1		1		

TABLE 1 (continued)

PROGRAM	NUMBER OF EMPLOYER RESPONSES	EXCELLENT	GOOD	FAIR	POOR
Hospitality, Restaurant Management	4	2	1	1	
Industrial Electronics Technology	1		1		
Liberal Arts	1		1		
Mechanical Engineering Technology	1		1		
Medical Transcription	1	1			
Nursing	19	3	13	3	
Radiologic Technology	5		2	3	
Respiratory Technology	2		1	1	
Respiratory Therapy	7		6	1	
Secretarial - Word Processing Option	1	1			
Tourism (AAS)	2	1		1	
TOTALS	84	25 (30%)	48 (57%)	11 (13%)	

TABLE 2

Employer Survey Question #2: "Indicate the level of skill performance of the Forest Park graduate."

PROGRAM	NUMBER OF EMPLOYER RESPONSES	EXCELLENT	GOOD	FAIR	POOR
Advertising Design & Commercial Art	2	2			
Automotive Technology	1	1			
Biomedical Engineering Technology	4	1	1	2	
Business Administration	4	1	3		
Child Care Assistant	1		1		
Clinical Laboratory Technology	6	3	3		
Criminal Justice - Law Enforcement Option (AAS)	1	1			
Data Processing (AAS)	3	1	2		
Data Processing (C)	1		1		
Dental Clinician	2	2			
Dental Hygiene	6	4	2		
Electronic Engineering Technology	6	1	4	1	
Engineering Science	1	1			
Fire Protection Technology (AAS)	1		1		
Funeral Service Education	1	1			

TABLE 2 (continued)

PROGRAM	NUMBER OF EMPLOYER RESPONSES	EXCELLENT	GOOD	FAIR	POOR
General Transfer Studies	1		1		
Hospitality, Restaurant Management	4	2	1	1	
Industrial Electronics Technology	1		1		
Liberal Arts	1		1		
Mechanical Engineering Technology	1	1			
Nursing	19	4	11	3	1
Radiologic Technology	5		3		
Respiratory Technology	2		1		
Respiratory Therapy	7	2	4	1	
Secretarial-Word Processing Option	1	1			
Tourism (AAS)	2	1	1		
TOTALS	84	30 (36%)	42 (50%)	12 (14%)	1 (1%)

TABLE 3

Employer Survey Question #3: "Indicate the attitude toward work of the Forest Park graduate."

PROGRAM	NUMBER OF EMPLOYER RESPONSES	EXCELLENT	GOOD	FAIR	POOR
Advertising Design & Commercial Art	2	1	1		
Automotive Technology	1	1			
Biomedical Engineering Technology	4	1	2	1	
Business Administration	4	1	3		
Child Care Assistant	1	1			
Clinical Laboratory Technology	6	5	1		
Criminal Justice - Law Enforcement Option (AAS)	1	1			
Data Processing (AAS)	3	1	2		
Data Processing (C)	1		1		
Dental Clinician	2	2			
Dental Hygiene	6	3	3		
Electronic Engineering Technology	6	1	4	1	
Engineering Science	1	1			
Fire Protection Technology (AAS)			1		
Funeral Service Education	1	1			
General Transfer Studies	1		1		

TABLE 3 (continued)

PROGRAM	NUMBER OF EMPLOYER RESPONSES	EXCELLENT	GOOD	FAIR	POOR
Hospitality, Restaurant Management	4	3		1	
Industrial Electronics Technology	1	1		1	
Liberal Arts	1				
Mechanical Engineering Technology	1	1			
Medical Transcription	1	1			
Nursing	19	7	11	1	
Radiologic Technology	5	1	1	3	
Respiratory Technology	2		1	1	
Respiratory Therapy	7	2	4	1	
Secretarial-Word Processing Option	1	1			
Tourism (AAS)	2	1	1		
TOTALS	84	38 (45%)	37 (44%)	9 (11%)	1 (1%)

TABLE 4

Employer Survey Question #4: "Indicate the level of basic skills compentencies (reading, writing, mathematics) demonstrated by the Forest Park graduate."

PROGRAM	NUMBER OF EMPLOYER RESPONSES	EXCELLENT	GOOD	FAIR	POOR
Advertising Design & Commercial Art	2	1	1		
Automotive Technology	1	1			
Biomedical Engineering Technology	4	3	1		
Business Administration	4	2	1	1	
Child Care Assistant	1		1		
Clinical Laboratory Technology	6	3	3		
Criminal Justice - Law Enforcement Option (AAS)	1		1		
Data Processing (AAS)	3	1	2		
Data Processing (C)	1	1			
Dental Clinician	2	2			
Dental Hygiene	5	5			
Electronic Engineering Technology	5	2	3		
Engineering Science	1	1			
Fire Protection Technology (AAS)	1		1		
Funeral Service Education	1	1			
General Transfer Studies	1		1		

TABLE 4 (continued)

PROGRAM	NUMBER OF EMPLOYER RESPONSES	EXCELLENT	GOOD	FAIR	POOR
Hospitality, Restaurant Management	4	2		2	
Industrial Electronics Technology	1	1			
Liberal Arts	1		1		
Mechanical Engineering Technology	1	1			
Medical Transcription	1	1			
Nursing	19	5	13	1	
Radiologic Technology	5	1	2	1	1
Respiratory Technology	2		1		1
Respiratory Therapy	7	2	4	1	
Secretarial - Word Processing Option	1	1			
Tourism	2	2			
TOTALS	84	39 (47%)	36 (43%)	6 (7%)	2 (2%)

TABLE 5

Employer Survey Question #5: "Indicate the level of interpersonal and communication skills demonstrated by the Forest Park graduate."

PROGRAM	NUMBER OF EMPLOYER RESPONSES	EXCELLENT	GOOD	FAIR	POOR
Advertising Design & Commercial Art	2	1	1		
Automotive Technology	1	1			
Biomedical Engineering Technology	4	1	3		
Business Administration	4	2	1	1	
Child Care Assistant	1		1		
Clinical Laboratory Technology	6	4	2		
Criminal Laboratory - Law Enforcement Option (AAS)	1	1			
Data Processing (AAS)	3	1	2		
Data Processing (C)	1			1	
Dental Clinician	2	2			
Dental Hygiene	6	3	3		
Electronic Engineering Technology	6	2	4		
Engineering Science	1		1		
Fire Protection Technology (AAS)	1		1		
Funeral Service Education	1	1			
General Transfer Studies	1		1		
Hospitality, Restaurant Management	4	1	1		2
Industrial Electronics Technology	1		1		

TABLE 5 (continued)

PROGRAM	NUMBER OF EMPLOYER RESPONSES	EXCELLENT	GOOD	FAIR	POOR
Liberal Arts	1		1		
Mechanical Engineering Technology	1		1		
Medical Transcription	1	1			
Nursing	19	5	12	1	1
Radiologic Technology	5	1	2	1	1
Respiratory Technology	2		1		1
Respiratory Therapy	7	1	4	1	1
Secretarial - Word Processing Option	1	1			
Tourism (AAS)	2	1	1		
TOTALS	85	30 (35%)	44 (52%)	5 (6%)	6 (7%)

TABLE 6

Employer Survey Question #6: "As a result of your hiring a Forest Park graduate, can you suggest areas of the _____ curriculum which should be strengthened or added?"

PROGRAM	NUMBER OF EMPLOYER RESPONSES	YES	NO
Advertising Design & Commercial Art	2	1	1
Automotive Technology	1	1	
Biomedical Engineering Technology	4	4	
Business Administration	4	1	3
Child Care Assistant	1		1
Clinical Laboratory Technology	6	3	3
Criminal Justice - Law Enforcement Option (AAS)	1		1
Data Processing (AAS)	3	2	1
Data Processing (C)	1		1
Dental Clinician	1	1	
Dental Hygiene	4	1	3
Electronic Engineering Technology	2	1	1
Engineering Science	1		1
Fire Protection Technology (AAS)	1		1
Funeral Service Education	1	1	
General Transfer Studies	1		1

TABLE 6 (continued)

PROGRAM	NUMBER OF EMPLOYER RESPONSES	YES	NO
Hospitality, Restaurant Management	3	2	1
Industrial Electronics Technology	1		1
Liberal Arts	1		1
Mechanical Engineering Technology	1	1	
Medical Transcription	1		1
Nursing	14	8	6
Radiologic Technology	4	4	
Respiratory Technology	2		2
Respiratory Therapy	5	3	2
Secretarial - Word Processing Option	1		1
Tourism (AAS)	2	2	
TOTALS	69	36 (52%)	33 (48%)

EMPLOYER SUGGESTIONS FOR PROGRAM IMPROVEMENT
(summary of "Yes" responses to employer survey question #6)

Biomedical Engineering Technology

- Management of information; assuming responsibility for equipment throughout hospital. Computer knowledge for inventory control.
- Practical troubleshooting principles and techniques.
- Basic mechanical and analog skills need to be impressed.
- Additional hands on troubleshooting experience.

Business Administration

- Greater emphasis on writing skills.

Child Care Assistant

- Doing an excellent job.

Clinical Laboratory technology

- More emphasis (theoretical) on the relationship of specific tests or test groups as they relate to the patient's condition.
- More practice in the area of STATS - we had problems making the student realize STATS were a real priority.
- Possibly a bit more emphasis on chemistry. I realize this may be difficult in a 2 year program.
- Seems satisfactory.

Data Processing (AAS)

- Based on interviews with other graduates of your facility, we feel that a higher degree of technical instruction should be included in the courses.
- Curriculum has little or no scientific/engineering emphasis. Much of our work is in Fortran. SLCC emphasis seems entirely business oriented.

Dental Clinician

- Radiology - this is not only with this student but all students - she is much better than most - but she learns fast.

Dental Hygiene

- Improve importance of patient communications (speaking skills, P.R., etc.) Work to improve procedural speeds through internship program (as with dental assisting).

Electronic Engineering Technology

- More in-depth telephony.

Funeral Service Education

- Student needs more time in the embalming room.

Hospitality, Restaurant Management

- Increased study of effective communication with subordinates and superiors. Study of management structure and communication.

- On the job training is extremely important so that students do have realistic ideas of what the job entails.

Liberal Arts

- Perhaps slight enforcement of English Literature and Composition for communications.

Mechanical Engineering Technology

- A 3rd or 4th semester course that would have a specific group project for its objective. Assign roles, i.e., Engineer, Design, Purchasing, Production, etc., to class members. Have them work out details from start to finish for the project.

Nursing

- IV Therapy skills.
  Legal aspects of documentation.

- More clinical experience to prepare graduate for reality. Checkout on nursing procedures on actual patients so graduate feels comfortable on procedure upon graduation.

- Leadership. This employee has no confidence in her own ability - has enormous difficulty making decisions - Her knowledge and skills are good.

- More experience in starting IV's and maintenance of same.
  Familiarity with various types of equipment to be used.
  More experience in administering medications to a large number of patients.

- Organization - priority setting.
  Basic nursing techniques such as IV therapy, blood products and hyperalimentation.

Nursing (continued)

- If possible more practice with "tubes" drawing blood and starting IV's.

- Psychology experience should be strengthened.
  They should be actively involved with the patient rather than simply observing.

Radiologic Technology

- Theory is great but practical - correct - knowledge is considerably lacking. If you take foreign students, be sure point #4 (basic skills competencies) is a reality and that homework is actually done by student and not friends.

- More clinical hours.

- Need more clinical hours.

- The student passed unacceptable films. Need to stress the importance of obtaining a good quality film and if not first time - repeat.

Respiratory Technology

- The Therapy Program has far superior graduates than the technician.

Respiratory Therapy

- Better Pre-Admission Screening.

- Adult vent. care, as well as adult vent. troubleshooting.
  Neonatal and Peds weak.

- Work ethics - that doing homework on the job, when job related work could be done is unethical.

Tourism (AAS)

- More intense geography studies.

- More instruction on the computer reservation system; more information and practice using the ARC documents; sales techniques and presentation skills.

TABLE 7

Employer Survey Question #7: "Can the Forest Park Campus assist you in the development of in-service training activities for your employees?"

PROGRAM	NUMBER OF EMPLOYER RESPONSES	YES	NO
Advertising Design & Commercial Art	2	1	1
Automotive Technology	1		1
Biomedical Engineering Technology	4	1	3
Business Administration	4	1	3
Child Care Assistant	1		1
Clinical Laboratory Technology	6	1	5
Criminal Justice - Law Enforcement Option (AAS)	1		1
Data Processing (AAS)	3		3
Data Processing (C)	1		1
Dental Clinician	2	1	1
Dental Hygiene	6	2	4
Electronic Engineering Technology	2		2
Engineering Science	1		1
Fire Protection Technology (AAS)	1		1
Funeral Service Education	1		1
General Transfer Studies	1		1

TABLE 7 (continued)

PROGRAM	NUMBER OF EMPLOYER RESPONSES	YES	NO
Hospitality, Restaurant Management	4	1	3
Industrial Electronics Technology	1		1
Liberal Arts	1		1
Medical Transcription	1		1
Nursing	14	2	12
Radiologic Technology	5	1	4
Respiratory Technology	2		2
Respiratory Therapy	6		6
Secretarial - Word Processing Option	1		1
Tourism (AAS)	2		2
TOTALS	74	11 (15%)	63 (85%)

REQUESTS FOR IN-SERVICE TRAINING
(summary of "Yes" responses to employer survey question #7)

Advertising Design & Commercial Art

- Would appreciate more information about the type of in-service activities available from your campus.

  Employer: O'Fallon School District No. 90

Biomedical Engineering

- In areas related to developing computer information systems; office skills - Introduction to Modern Office systems; Developing basic writing skills and improving math; Develop better interpersonal relations, communications skills.

  Employer: St. Mary's Hospital of East St. Louis

Business Administration

- Drafting, blueprint reading.

  Employer: Carondelet Foundry

Clinical Laboratory Technology

- We are a fair distance from you but would be willing to investigate the possibility.

Employer: Jefferson Memorial Hospital

Dental Clinician

- We would be interested in more interns.

  Employer: Dr. Stuart B. Shafer, DDS

Dental Hygiene

- Continuing education - nitrous oxide anagesia, for certification as per state law.

  Employer: Dr. Ronald D. Gross, DDS

- Continuing education opportunities.

  Employer: Dr. Noel Q. Martin, DMD, P.C.

Electronic Engineering Technology

- As monies are available we assist our employees and encourage all employers to avail themselves of your courses. We do have employees taking supervisory courses presently.

  Employer: City of St. Louis Water Division

Hospitality, Restaurant Management

- We are a high volume luxury hotel with a very large food and beverage department. We would gladly interview any prospective employees you might send our way.

  Employer: Park Terrace Airport Hilton

Nursing

- Need resource information for In-Service Training - any area, for example, that offers films, literature, etc.

  Employer: St. Louis City Hospital

- Teaching some nursing assessment skills at the hospital, if possible.

  Employer: St. Louis State Hospital

Radiologic Technology

- Video programs on new aspects of technology.

  Employer: Sullivan Community Hospital

ADDITIONAL EMPLOYER COMMENTS
(summary of employer responses to question #8)

Advertising Design & Commercial Art

- Graduate (name deleted) is outstanding in her field. She has much potential and would be an asset to any high school or university.

- Show the students, or make them aware of: all of the separate related fields that may go along with their degree.

Biomedical Engineering Technology

- Please cover cost containment and care of equipment.

Business Administration (AA)

- Graduate is (name deleted) determined and hard working which helps to overcome lack of ability to grasp new concepts quickly.

- Excellent employee.

- Your graduate (name deleted) obtained her A.A. degree by attending classes part-time while working full-time. She had indicated to us that the opportunities provided at Forest Park have helped her both on the job and in her personal life in listening, thinking and decision-making skills. Since her graduation from Forest Park in December, 1983, she has continued her studies at UMSL where she expects to complete her bachelor's degree in Public Administration within a few years.

- Employee has excellent clerical skills and is highly motivated. Writing ability, however, significantly below that of a four year graduate.

Clinical Laboratory Technology

- Graduate (name deleted) is a very productive and conscientious employee. She is able to follow new procedures with very little trouble and is extremely attentive to detail.

- The four-year MT on the average has a deeper theoretical and practical understanding of what they are doing and how their results relate to patient care. A good MLT can catch up to an MT with some more practical experience.

- Very well prepared - we were able to train her in all areas in less than one month so she can work alone on nights.

- Graduate (name deleted) is not as well prepared as a four-year graduate but would obviously not be expected to be. I believe your program has given us an excellent technician and I thank you.

Hospitality, Restaurant Management

- Your graduate does not possess any "gray matter" common sense. Everything is either black or white.

- The student that works for me now and the students in the past were and are very dedicated to their work. I guess I was lucky to have so many good ones. Thanks for all your work.

Mechanical Engineering Technology

- Improve reasoning skills by bringing all previous learned skills together in a practical application.

Nursing

- In comparing a two-year to a four-year Nursing Program Graduate, the 2-year grads lack skills in appropriate nursing documentation. This is the only noticeable area of skills lacking in the 2-year grad. (This has been my own personal observation noticed of all 2-year programs.)

- Realizing ADN programs have limited clinical experience, perhaps students who have no nursing experience (I.E. nurse aide, CMT) should be encouraged to seek part-time employment in nursing to augment their clinical experience.

- End of shift reports usually contain much unnecessary information.
  Hyperalimentation.
  Responsibilities for administering medications on a large number of patients.

- Concise pertinent reports are lacking. Every minute detail of day's activities are usually given (things that are not significantly important).
  Use of equipment- Aqua-K, hypothermia units, electronic thermometers, monitors, etc.

- As a new graduate, required intensive orientation and practical experience. With 6 months experience her skills, organization and ability has vastly improved. She remains eager to learn and has developed into a valuable employee.

- I feel graduate (name deleted) was adequately prepared as nurses from other programs. I have found that all new grads have difficulty if they start working in IV Therapy before having at least one year of med-surg experience. Graduate is a hard-working, dependable employee and is very willing to learn what she doesn't know. She doesn't pretend to know everything.

- Graduate (name deleted) adapted quickly to applying his knowledge and skills to the practical aspects of a hospital setting. Willing to learn and eager to encounter new situations. Genuine interest in his patients.

Data Processing (AAS)

- Graduate's (name deleted) personal attitude, dedication, self-discipline and prior business experience contribute to position as a valued employee. Advanced degrees may enhance technical knowledge but without the above, further education would have little impact.

Dental Clinician

- The dental assisting class spent a semester gaining clerical practice at Washington University and this gave our staff opportunity to observe the clinical abilities and skills before approaching the students regarding a position.

Dental Hygiene

- Fine Hygienist.

- Instill in students the idea that education continues day to day and a degree only indicates competence at that stated level, i.e., experience.

Electronic Engineering Technology

- Both students we recently employed have adapted very well to a variety of equipment we service. They have designed and put into service several improved circuits that have improved reliability of our instruments.

- I cannot answer all of your questions due to the fact that the course the graduate took does not apply to the job requirements of Stationary Engineer.

Engineering Science

- Scores very high in all areas. Graduate (name deleted) also has a four year degree from La Salle University and 2 1/2 years of work at Washington University.

Fire Protection Technology

- This evaluation is based on the hiring of a graduate which has no work experience. This is not the case in this instance. Graduate (name deleted) has outside work experience in his field and to determine the origin of his skills, be it Forest Park Community College or his work experience, is very difficult.

Nursing (continued)

- Graduate (name deleted) is very conscientious, and more than willing to learn. Needs the exposure to practical application but learns quickly and applies her knowledge well.

- Again this is individual and the way one applies oneself to the practical aspects of Nursing. Some adapt more slowly to situations than others.

- As new graduates they seem as prepared as four-year grad and diploma. Very similar amount of clinical.

Radiologic Technology

- If graduate were not a member of our community she would not be working. Ability to communicate is very bad. Self-esteem is too great-cannot accept corrections (never makes a mistake) but has highest repeat rate because of very poor positioning skills. Cannot fill out incident reports or history on exam cards because of poor English - spelling. Always worked in a group - never alone. It will take a few years of constant-daily supervision.

- From our own experience over the years the best technologists have gone through hospital-based programs.

- The student seemed to have a rounded education but had definite areas where improvement could be made: 1. Attitude toward workers with lower paying jobs - tech. seemed superior; 2. Overall acceptance of criticism was poor.

Respiratory Therapy

- Graduate (name deleted) is an exceptional person as well as an employee. She is a concerned, dedicated person.

- Graduate (name deleted) has continued her education and now has a B.S. in RT from UMC. It's hard to tell about her due to this. The weakest areas were in vent. troubleshooting.

- Need to stress personal/professional grooming.

Tourism (AAS)

- We love your internship program for the tourism program. Please reduce or eliminate the over abundance of questionnaires these students are given. We don't have time to answer them all. We're trying to run a company!

- I believe we have a rare combination of attributes in graduate (name deleted) which combine for an excellent sales record. Has outstanding interpersonal relations with co-workers as well as customers and a continuing eagerness to learn.